



Title IA Targeted Assistance School Plan

Name of School: Auburn Village School

School Year: 2017-2018

Current Poverty Rate: 11.41%

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Date School Needs Assessment was completed: June 2017

Data summary used in Needs Assessment (How does your data align with the plan?):

Our data was analyzed and used in the student selection process. It was also used to isolate areas in our core instruction that needed to be supplemented to ensure students are meeting state standards. Finally, the information gathered was used to evaluate areas of strength and weakness in our math program to create our plan.

Date Plan was Created: October 2017

School Planning and Review Team (members and their affiliation): Deena Jensen, Director of Student Services. Christina Spain, Title I and Lori Collins, AVS Principal

Please check the appropriate option:

Initial Plan

Annual Update

Focus or Priority school? (Please align all activities with the Innovation Plan)

Please describe your Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning.

All structural elements should be tied to the needs assessment (e.g., common pages data)

Plan Criteria	Explanation	Your School Plan
I. Student Selection	<ul style="list-style-type: none"> • Describe your two-step process for selecting Title I students: <ol style="list-style-type: none"> 1) How is the pool of educationally disadvantaged students identified? 2) How will you select the neediest students? • In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless and migrant students are also unacceptable. <p>3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p>Auburn Village School has a two-step process for student selection to receive Title I services. The results from NWEA testing are compiled and the students are ranked ordered based on their performance. This list is reviewed with classroom teachers to ensure that the neediest of students are identified as those in need of Title I services. The student selection form that is also utilized is based on points and weighted. team also utilizes a referral form that includes a point/weight system. This helps to ensure that those needing services the most, especially those students who are experiencing homelessness are able to receive assistance. It also looks at various academic criteria such as NWEA scores and Unit test scores.</p>
II. Supplemental Support	<ul style="list-style-type: none"> • Describe how your Title I instructional program is in addition to the core competency instruction. • We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by 	<p>Title I services at Auburn Village School supplement classroom instruction. Students remain within their regular classroom environments with the Title I teacher pushing into the classroom. If students are pulled from the classroom to further develop their skills they do not miss math, or core academic instruction. There is a workshop block where students are able to get additional work done without missing instruction. This is when student who receive Title I services outside of the classroom receive their additional support.</p>

	<p>the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education.</p>	
<p>III. High Quality Instructional Strategies</p>	<ul style="list-style-type: none"> • Respond to the following: <ol style="list-style-type: none"> 1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students. 2) Describe the curricula you have chosen to support your Title I students. Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks. 3) Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher. 4) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.) 	<p>The Auburn Village School utilizes Math in Focus as the math curriculum. The Title I department also uses math in Focus, which is research based and vetted to assist students. This ensures consistency between what is happening within Title I and the classroom. As mentioned above, Title I staff pushes into classroom and only takes students from class during non-academic blocks to ensure that instruction is supplemented and not supplanted.</p>
<p>IV. Parent Involvement</p>	<p>Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?</p>	<p>Parent handouts will be available during Open House. Also a parent night will be planned in order to discuss Title I with parents and to convey important information to parents regarding the services available to their children.</p>

		<p>Our Title I math specialist is letting parents of her Title I students know that she will be available to speak during parent conferences in November.</p> <p>A second parent night is being planned for April.</p> <p>A parent survey will be sent out at the end of the year to assess perceptions of the program, its effectiveness and future needs in terms of parent communication.</p>
<p>V. Professional Development</p>	<p>Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?</p>	<p>Our Title I staff will be attending a workshop to assist in building skills and strategies for struggling math learners. This will provide additional direction regarding how to appropriately meet the needs of our Title I population. This aligns with our PD Master Plan.</p>
<p>VI. Coordination with Regular Classroom</p>	<p>Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe your record keeping procedures to document this coordination.</p>	<p>Consultation between Title I staff and classroom teachers is on-going and frequent. To ensure consistency of support staff collaborate and meet on a rotating schedule to discuss how to most appropriately meet the needs of the students. Consultation records are kept and referred to during collaborative meetings. Also, our Title I teacher is given access as a Co-Teacher to teacher's Google Classroom. This allows her to see what is happening within the classroom and her students. Math lessons are updated by teachers on a monthly basis via a Google Calendar. These calendars are shared. A Google Form asking teachers for input regarding what is going to be taught and what needs to be reinforced goes out to teachers monthly.</p>
<p>VII. Collaboration with Other Programs</p>	<p>Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence - including child abuse</p>	<p>With Auburn Village School all departments collaborate to most appropriately meet the needs of the students. There is some overlap between departments as the Director of Student Services oversees Special Education, Title I and is the McKinney-Vento Homeless Liaison. This allows for ease of information sharing.</p>

	prevention programs, nutrition programs, housing programs, vocational and technical education, and job training).	Many opportunities are also available to attend professional meetings to collaborate and network with others within Title I.
VIII. Preschool Transition	Describe your steps for assisting preschool children transitioning to your school.	The Auburn School District does not have a preschool program. It has built positive relationships with community preschools. There is communication regarding the needs of students who will be entering kindergarten. Families are also able to schedule appointments to tour the school prior to the start of the school year.
Program Evaluation	<ul style="list-style-type: none"> • Plans for an annual program evaluation of how the Title I program performed (not individual student). • Important questions should include <ul style="list-style-type: none"> - How many students did we serve? - What was the effectiveness of the TI interventions and related activities? - What was the impact of our Title I program in helping our struggling students increase achievement? - How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets) - How much growth did the average student achieve? - How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor - whatever is relevant <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p>	At the end of each year an evaluation of the program is completed. On average students gained 11.9 points from the beginning of the program until the end of the program.

Checklist for Other Program Requirements	<ul style="list-style-type: none">• Annual meeting• Parent compact• Parent policy	Our annual meeting will be held during November parent conferences. A date for Family Math night will be forthcoming. Our parent compact is complete and has gone out to parents. A second parent information night is being planned for April. The parent policy is on our school website.
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